

Strategic Plan

2022 – 2025

**CAMBERWELL GIRLS
GRAMMAR SCHOOL** | An
Anglican
School
CREATE YOUR TOMORROW



Designed for All

Inspiring our students to be motivated learners who respond to challenges with compassion, curiosity and courage is at the heart of a Camberwell Girls Grammar School (CGGS) education.

Guided by the school's vision, the CGGS community thrives as we live our values and foster hope and optimism in young people. Quality education equips students with the knowledge, skills, attitudes and values to prepare them for an unknown future. At CGGS, we design education that is holistic and contemporary, and every day our students are challenged in their learning and build confidence to grow academically.

Wellbeing underpins all we do, because when wellbeing levels are at their optimum, students flourish and better adapt to a changing world. In tandem with our extensive curricular and co-curricular programs, our wellbeing programs enable students to learn about themselves and others, with a purpose of understanding diversity, inclusion and creating a more just and sustainable world for all.

By designing learning that values excellence through depth of subject disciplines and trans-disciplinary opportunities, CGGS students develop personal and transferable skills that are required not only for school, but for life.

This Strategic Plan (2022 - 2025) builds upon the objectives and achievements of our last plan, to ensure the provision of a relevant and dynamic education for CGGS students. As the need for our students to demonstrate their learning, interests, broader skills and capabilities becomes more prominent, this new plan focuses on the mechanisms to support this. Similarly, as we

emerge from the complexities of the COVID-19 pandemic, a deeper appreciation of wellbeing, sense of purpose, community and environment is taking greater prominence in life choices, and is therefore, also supported by this plan.

Continued global disruptions have highlighted the significance of digital and flexible learning and this aspect has been further developed. It is essential that CGGS students are adaptive learners who are provided with opportunities that enable ongoing innovation and positive change. Attracting and developing the next generation of staff and leaders, as well as assuring sustainable business operations is a priority.

We are grateful to the generous contributions of our key stakeholders - the School Council, Life Governors, staff, students, parents and old grammarians who reviewed and made valuable contributions to the development of this strategy.

We look forward to working with you to implement this exciting plan.

With best wishes,



Dr Nikita Weickhardt
Chair of Council



Mrs Debbie Dunwoody
Principal

Vision

A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

Mission

A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

Values

We welcome students of all faiths and cultures and educate them to seek wisdom through intellectual inquiry, service learning and spiritual growth that honours the values of:

Integrity

Commitment

Respect

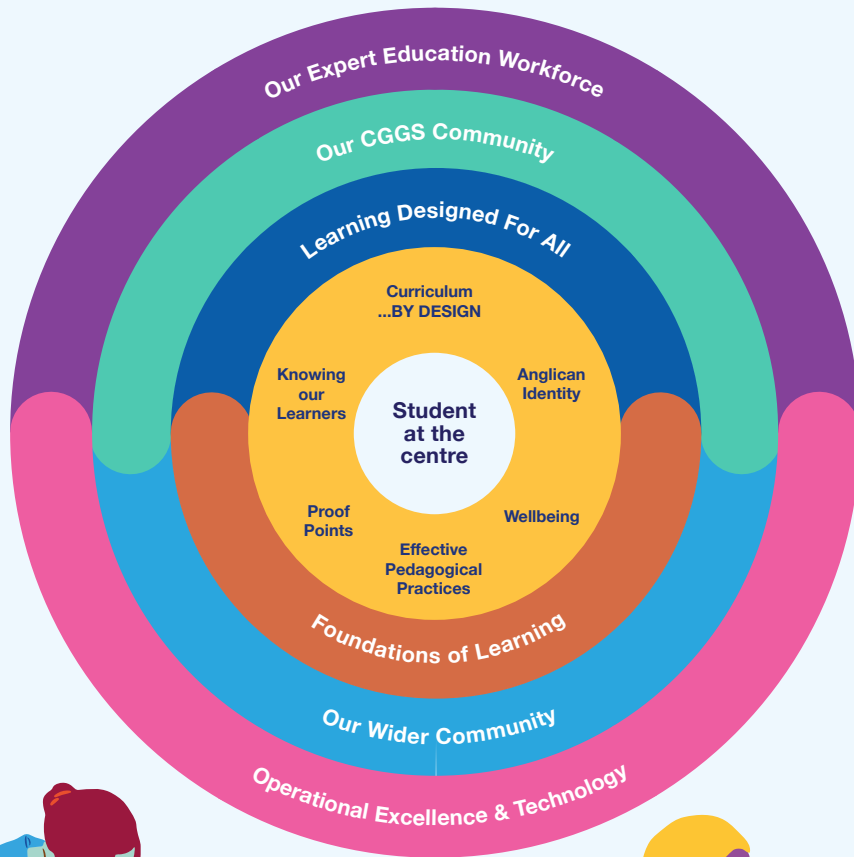
Hope

Courage

SCHOOL MOTTO

**Utilis in
Ministerium**
Useful in Service

Our Learning Model



Our students are at the centre of all we do. A CGGS education includes the development of essential learning foundations, depth of discipline subjects, breadth of transferable skills and a focus on wellbeing in a holistic framework of learning designed for all.

We are a diverse and inclusive community dedicated to learning, action and service. A sense of belonging permeates our school, where learning is supported and enhanced by those within and beyond the CGGS community.

Our staff are dedicated professionals who embody the school values and work with purpose, enthusiasm and kindness for the benefit of our students and the wider community. As lifelong learners, they bring a diverse range of strengths, skills, capabilities and experiences.

Our work is supported through the provision of contemporary learning environments, resources and technology.



Scan the QR code to hear from our students.

Learning Designed for All

Intention

We design holistic learning to build confidence, resilience, adaptability, agency and wellbeing in each student, and ensure they are a partner in their education and future ready.

A CGGS student is an ethical, compassionate and self-aware global citizen who values their own cultural heritage and responds to challenges and change with adaptability, curiosity and courage. A welcoming and supportive school culture enables our students to be aspirational in their learning and respectful in their relationships. They live a life that aligns with their values and those of their community.

Our students understand the importance of lifelong learning and the need to develop and demonstrate the values, mindsets and skillsets that they require now and for the future.

Education is built on relationships. We design holistic learning for all, to build confidence, resilience, agency and wellbeing in each young person and ensure that they are a partner in their education at CGGS. Learning takes place at school and beyond; in person or, facilitated through digital technologies.

We understand the importance of interpersonal relationships and build networks and partnerships that assist us to facilitate the highest quality education. Engaging our students in real-world learning inspires them to anticipate opportunity and be active contributors in building a more just and sustainable world.



Scan the QR code to hear our Principal explain this area of focus.

Ambitions

Phase 1 / 2022-2025

- Implementation of our school-wide wellbeing program, **360° of Being**. Working together, we will continue to build a more connected and caring community where our students thrive. Valuing our diversity, embracing our differences and empowering all our students, will ultimately lead them to pursuing their passions and living a more full and happy life. In tandem with our academic and co-curricular programs, this holistic approach to wellbeing underpins all that the school does to ensure wellbeing is at its optimum.
- Development of a **CGGS Learner Profile**, a formal document that communicates a more complete picture of a learner's experiences, encompassing their interests, capabilities, achievements (including credentials) and service. It will be designed to complement academic rankings such as the ATAR and provide important evidence to support a student's transition to tertiary education or the workforce.
- Further development of **Upskill by Design**, a Senior School program that complements the subject curriculum to target the development of skills and capabilities essential for learning, innovation, future work and activating wellbeing.
- Development of our **Living Culture Program**, to expand our experiential programs in communities and the natural environment to foster a greater understanding and appreciation of Indigenous culture, traditions and people and natural ecosystems. An example of this will be our Mungo Living Culture Program.
- Development of a **School Data Platform** to enable efficient creation of educational profiles that demonstrate student mastery and growth and assist in designing learning.
- Investigate and secure where needed, **additional physical spaces for real world learning**.
- Development of a **CGGS Hybrid Learning Model** that personalises student learning and allows for choice. Providing students with flexibility, agency and connections to people or places anywhere. A hybrid model enabled by technology, future proofs learning in dynamic times.
- Development of a new **CGGS Shape of the Day**, supported by a flexible learning management system, this unique structure will enable dynamic learning to occur in physical and virtual spaces and during blocks of time that meet the needs of students.



Scan the QR code to read the CGGS BY DESIGN framework.



Our Community

Intention

We nurture connections and creative partnerships to realise our School's Vision and Mission.

The CGGS community is one that is welcoming, caring, inclusive and connected. It embraces students, families, staff, alumnae and friends from diverse backgrounds. As a Christian school in the Anglican tradition, we invite everyone in our school community to experience God's love - in our learning, in worship, by welcoming all and through our service to others.

In honouring our past, embracing the present and looking to the future, we build relationships with members of our community to engage and work in partnership with the school to realise our vision and ambitions.

As an inclusive and innovative school, we cultivate our global connections with other schools and partnerships with educational leaders and institutions. We design high quality learning opportunities for our students, and contribute to educational advancement at a systems level. We know that effective education changes lives, families and communities.



Scan the QR code to hear our Principal explain this area of focus.

Ambitions Phase 1 / 2022-2025

- Development and deepening of our **Anglican Ethos** through valuing diversity of views as well as active contribution and service to the wider community; local, national and global. Our Ethos, founded in regular times of worship in the Anglican tradition, is also expressed in our attitudes to others, our world, learning, school culture and daily life.
- Restructuring of our **Foundation and Community Committee** to strengthen connections with current parents and alumnae. To form past parent and past staff subgroups to enhance CGGS community engagement and philanthropic advancement.
- **Renewed Website and Communications** to effectively share the stories of our school, people, learnings and work at the forefront of contemporary education.
- **Strengthening engagement** with old grammarians and parents to assist with the development of mentoring, internships, networking and opportunities for service - both locally and globally for our students
- **Activating further partnerships** with universities, research organisations, businesses and government to create innovative learning opportunities and continue to contribute to educational debate and reform locally, nationally and internationally.
- Facilitating an **international student conference or challenge** designed by CGGS students for our SAGE (Strategic Alliance of Global Educators) partner schools to enable global action on a social issue important to young people.
- Securing **philanthropic support** to assist with the construction of our new Performing Arts precinct.

Our Expert Workforce

Intention:

With a global mindset our staff collaborate to grow, build professional capabilities and innovate for ongoing educational improvement.

Our staff are dedicated professionals who embody the school values and work with purpose, enthusiasm and kindness for the benefit of our students and community.

Our culture is defined by collaboration, respect, creativity and innovative risk-taking in our educational programs. Global perspectives are valued in our diverse workforce as are our local, national and international partnerships where we share learning and resources and strive for ongoing improvement.

CGGS will continue to build the capability of staff to contribute to their own growth and improve practice. Our staff are reflective and adaptive learners, invested in growing their professional capacity, supporting innovation and producing high-quality work in sustainable ways by working in teams based on mutual trust and respect.



Scan the QR code to hear our Principal explain this area of focus.

Ambitions Phase 1 / 2022-2025

- Review current structures and processes to **develop and implement sustainable workflow and practices**, leveraging technology to enable more effective engagement, collaboration and wellbeing.
- Implementation of our **Feedback for Growth** reflection and action process to support learning and develop practices through ongoing professional engagement.
- Development of a suite of **credentials** that acknowledge staff skill sets.
- **Activate immersive experiences** for staff for inspiration, skill building and to develop leaders with support from external professionals.

Commitment to Child Safety

All students who attend Camberwell Girls Grammar School (CGGS) have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse.

The protection of students is the responsibility of everyone who is employed at, or is engaged by CGGS in child-connected work. To ensure the safety and best interests of all students, we take into account the needs of those with an Aboriginal or Torres Strait Islander heritage, those from culturally and/or linguistically diverse backgrounds and those with a disability.

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